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ABSTRACT

This paper describes the historical development of the Japanese language program in Hawaiian elementary and secondary schools, and the curriculum materials development that accompanied it. The growth of Hawaiians' interest in and awareness of their Japanese background and cultural heritage is cited as one reason for the increase in Japanese and Hawaiian language programs and the decline of other FL programs. In view of the trends in education locally and nationally, the following are suggested as areas of concentration for curriculum material development in Japanese: Career Language Programs that are work-oriented; presentation of the cultural values of the Japanese and other ethnic groups; exploratory courses in two or three languages for intermediate or upper elementary students with a focus on cultural awareness; workbooks to complement the Learn Japanese series and workshops for new subscribers of the curriculum materials; and rewriting of materials based on feedback from teachers. A chart is attached which lists the Learn Japanese curriculum materials, which include textbooks, test books, teacher's manuals and audiovisual aids. (AM)

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THE CASE OF HAWAII'S JAPANESE LANGUAGE PROGRAM IN THE SECONDARY SCHOOLS

by Esther Sato

World War II initiated an increased concern about the mastery of foreign language by Americans, and for more than two decades since, foreign language study and research flourished with an unprecedented number of private grants and government supported projects, especially through the NDEA Act of 1958.

During this period of prosperity Hawaii gained its first State Foreign Language Supervisor and the nation's largest program in the major "neglected" languages, Frontier Project Asian Languages, was launched. It started with approximately 1500 elementary school children in 1959, and by 1961 grew to include 5,163 elementary children in 36 pilot schools, where instruction in Chinese Mandarin, Hindi, and Japanese was provided by seven traveling teacher specialists and the classroom teachers. The largest of these programs was Japanese, which claimed 3,840 students taught by 86 classroom teachers who drilled speech patterns and vocabulary items introduced by the specialists. After three years, unfortunately, the mounting administrative and budgetary problems brought about the resignation of the State Supervisor, creating a vacancy which was not filled for nearly six years. Consequently, without the leadership and guidance many of the foreign language programs were forced out of existence, and only those with capable resident teachers remained.

Meanwhile, the extensive Japanese pilot program in the elementary schools had spurred many of the secondary schools to begin teaching Japanese to provide continuity in the program. Teachers attended NDEA Foreign Language Summer Institutes in Hawaii and abroad to equip themselves for more effective teaching and learning. The Japanese language study prospered with the "new" methodology and techniques and soon was established in the secondary school foreign language curriculum. However, without leadership no definite secondary school program evolved, and each school started on its own with much left up to the ingenuity of each teacher to collect and organize teaching materials.

The already dissipated elementary school Japanese language program and the struggling secondary school program proved that Japanese curriculum materials for the elementary and the secondary schools were indeed lacking and that the success and growth of an effective language program would heavily depend on them. Some attempts to develop teaching materials had been made, but it was not until 1966 when a full-scale curriculum materials development program was realized with NDEA funds. The project was the concerted efforts of five years of designing, developing, and testing of materials which was completed as shown in the attached chart and listed in the Bibliography List #7 compiled by Julia A. Petrov.

These curriculum materials seemed to have served as a "shot in the arm" that was needed. The students enjoyed the new emphasis on the aural-oral skills, the smaller dosage of vocabulary items and structures more than what was presented with the college text that was being used. In 1972 the complete list of the developed materials was listed in the Hawaii State Department of Education Approved Book List as the recommended basic material

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for elementary and secondary schools Japanese language instruction, especially to facilitate the coordination and the articulation of this growing program. Because of the initial cost of implementation, however, the transition has been gradual but steady.

Today, nearly 30 of the approximately 33 high schools in Hawaii are using the materials. The student population in Japanese has skyrocketed from 810 in 1961 to 6,895 in 1973. The Adult Education Community Schools and many private schools are also enthusiastic about the materials. Within the last year inquiries were received from many states including Alaska, and Japan and Okinawa; and many of their schools are now using the materials for Japanese instruction. According to the publisher, 8,800 copies of Volume I and 4,047 copies of Volume II plus a total of 6,180 copies of Volumes III to VIII have been sold. Besides the texts 851 copies of the Manual, Hiragana Workbook, and the Test Booklets have been purchased. The visual aids have not been going out as expected, and it is believed that workshops to demonstrate and practice the use of these aids would be helpful and necessary for maximum use of all of the component materials essential for best results from the use of the teaching materials. Feedback from the schools which have been using the materials have indicated that a workbook with drills and exercises for more practice, a more detailed teacher's handbook, and a redistribution of lessons for the four levels will be an improvement. Some steps have been taken to attempt these additional materials, but time and money constraints are hampering the process.

The nation-wide move toward ethnic consciousness and the economic ties with Japan (the major hotels in Waikiki, approximately 10-12, are now owned by the Japanese) have helped to promote in Hawaii a special interest in the Japanese language in recent years. A great number of students in the public school Japanese language program seem to be looking for a quick course or courses to enable them to understand and respond to the tourists for many are working in the hotels, travel agencies and tour companies as part-time employees. Others are learning Japanese for cultural identity as well as to be able to understand and speak the language before they visit the country from where their ancestors came. Furthermore, more and more are participating in the adult evening classes in Japanese in quest for "practical" Japanese, so that they can speak it immediately, or for learning and understanding of their roots and background.

This desire for "wanting to know more" and the urge to discover more about the "lot" that they come from are becoming contagious, especially with the reminder of the thousands of Japanese who have been bombarding Waikiki day and night. Nisei (second generation) parents who were concerned about the young people's "new" culture are anxiously hoping that this new interest will restore some of the values of old, to reestablish faith, hope, love, and respect in the young people who will be the future leaders. The emphasis on self-actualization in Values Education and Career Education and Ethnic Studies are earnest efforts to satisfy the needs of the youth today.

Cultural pluralism is recognized and accepted, and no "authoritarian culture" is now tolerated. The young people especially are interested in the "other" peoples and cultures as well as themselves, and are seeking information. The school curriculum is reflecting this demand for change, especially in the social sciences. Foreign language instruction is challenged for

change to provide for a greater clientele and what it feels to be of relevance today. The study of a foreign language per se is no longer a necessity nor too relevant to the lives of the young. This is evident in the foreign language student population which has been steadily dropping and is still dropping to a new low. Some statistics of the Hawaii public schools compiled by the writer show some interesting trends in the State's foreign language population:

STUDENT POPULATION IN FOREIGN LANGUAGES IN HAWAII PUBLIC SCHOOLS

Year	Spanish	Japanese	French	Latin	Haw'n	German	Chinese	Russian	Tagalog
1961	2070	810	2197	1762	314	27	37		
1965	3932	1463	3012	1437	127	224	113	22	
1971	7570	5789	3930	82	471	703	194		
1974	7034	6895	3047	38	658	640	149		24

Enrollment in every language, except for Japanese and Hawaiian which is peculiar to Hawaii, has fallen steadily to cause alarm, which is a concern not only locally but nationaly as well. Even in Japanese in Hawaii interest in the language study is changing, and teachers are desperately looking for materials for "Career" Japanese or Japanese for Tourism to fulfill the needs and interests of the students. A project to develop curriculum materials for such courses as mentioned above might be worthwhile in all languages.

The socioeconomic factors and the more humanistic approach in education seem to direct foreign language study to demonstrate a more positive and active approach to understanding and appreciating other peoples' values and behavior in the language study, and thus be prepared to "cope with the societies" that one will encounter in life from now on.

In view of the trends in education locally and nationally some of the areas of concentration in the development of curriculum materials in Japanese might be:

1. Development of Career Language programs that are work oriented.

2. Development of materials presenting cultural values of the Japanese (or others) and design them to semester or year courses for empathetic understanding of peoples different from oneself.

3. Development of a model for an exploratory course to introduce two or three different languages to the intermediate or upper elementary students to "try" out two or three languages.

4. Development of workbooks or books of drill sheets to complement the Learn Japanese series, and provide workshops for new subscribers of the curriculum materials.

5. Eventually rewrite the materials including all of the suggestions and feedback from the teachers who have used the Learn Japanese series.

CHART I

LEARN JAPANESE CURRICULUM MATERIALS

Two comprehensive sets of materials for teaching the Japanese language on the Elementary School Level and the Secondary School Level are now available to educators. Each series is a complete learning program, including students' and teachers' textbooks, test books, teacher's manual, and audio and visual material aids.

ELEMENTARY SCHOOL

Four-level sequenced program from grades 3-6; 2 volumes of texts recommended for each level.

SECONDARY SCHOOL

Sequenced for 4 yrs. of study; emphasis on the development of the spoken language, then on its written form.

TEXTBOOKS*

Volume I	lesson dialogues, drills and suggested activities	81 pages
Volume II		114 pages
Volume III		95 pages
Volume IV		109 pages
Volume V		147 pages
Volume VI		154 pages
Volume VII		203 pages
Volume VIII		205 pages

Student Textbooks -- corresponding to:

Book I	(Vols. V-VI)	92 pages
Book II*	(Vols. VII-VIII)	147 pages

(* wholly in Hiragana)

Volume I	lesson dialogues with emphasis on listening & speaking	248 pages
Volume II		212 pages
Volume III	introduction to hiragana	133 pages
Volume IV		142 pages
Volume V	introduction to Kanji	232 pages
Volume VI		248 pages
Volume VII-A	almost wholly in Japanese orthography	241 pages
Volume VII-B		235 pages
Volume VIII-A		176 pages
Volume VIII-B		170 pages

OTHERS*

Teacher's Manual for Elementary and Secondary (242 pages) 4.75

Elementary Testbook -- supplement to Manual	227 pages	
Secondary Testbook -- supplement to Manual	254 pages	

VISUALS*

Overhead Transparencies

Volume I	visual approximations for dialogue presentation, drill & review	119 slides
Volume II		102 slides
Volume III		77 masters
Volume IV		54 masters
Volume V		50 masters
Volume VI		58 masters
Volume VII		67 masters
Volume VIII		55 master
Hiragana		37 masters

Volume I	visual approximations for dialogue presentation, drill and review	293 slides, 3 masters
Volume II		50 masters
Volume III		36 masters
Volume V-VI		42 masters

Overhead drill wheels

for drilling:

vocabulary	particles
grammatical structure	colors
idiomatic expressions	counters
comparisons, etc.	

Flash Cards (5 1/2 X 8 cards)

Pictorial	200 cards
Kanji (all kanji introduced)	385 cards

TAPES**

Tapes (Vol. I - VIII) for listening and repeat	36 tapes
Test tapes (Vol. I - VIII) script in Testbook above include speaking test	36 tapes

Tapes (Vol. I - VIII) for listening, repeat and review	77 tapes
Test tapes for aural portion of all test in Testbook and speaking tests	30 tapes

* Available at Tongg Publishing Co., P.O. Box 2113, Honolulu, Hawaii 96805

** Available at Department of Education Instructional Materials Center, 4211 Waialae Avenue, Honolulu, Hawaii 96816
Also at National Center for Audio Tapes, University of Colorado, Stadium Bldg., Boulder, Colorado 80302